

Educational Strategy Team

Secondary Outcomes Policy



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Date	Version No	Brief detail of change
26/03/28	4	Removal of MADE framework from the policy.
02.07.25	4	Ratified by Governors
23.06.25	3	Toolkit table added
23.06.25	3	Spring term Y12 deadline extended to be in line with Y13
23.06.25	3	Summer term Y10/Y12 deadlines extended to be closer to end of term

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Why do we have this policy?

This policy outlines expectations for the implementation of assessment procedures for secondary schools with year groups from Year 7, up to and including Year 11. This policy also makes reference to Years 12 and 13, for schools with a Sixth Form provision.

- Schools are expected to achieve attainment and progress at least in line with national performance for KS4 outcomes and, where relevant, KS5 outcomes.
- Schools are expected to achieve attainment and progress at least in line with national performance for different groups e.g. Student Premium and non-Pupil Premium performance.
- School performance will be considered against a variety of local and national indicators to ensure students are attaining and progressing in line with their peers locally and nationally.
- There will also be consideration of results over time.
- Schools are expected to have robust tracking and monitoring systems, which allows for effective quality assurance of assessment, in place for year groups with no statutory testing.
- All schools' published outcomes will be reviewed annually
- Assessment data, such as mock exam data, will be reviewed by the Executive Team three times per year during Regional Education Reviews.

This policy is divided into 'core policy', which is best practice that all schools must follow, and 'enhanced policy' which schools must follow if they meet any of the threshold measures which have been determined by the Trust.

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The Trust's Core Policy

For 2025-26, the Trust's appropriate data analysis software for secondary schools is 4Matrix.

Curriculum Principles

All schools will:

- Have high ambition for all students
- Meet the needs of all students, regardless of prior attainment or other categorisation, through an ambitious, broad and balanced curriculum to ensure that there is no discernible difference between advantaged and disadvantaged students' outcomes and opportunities
- Ensure that students will have access to the EBacc curriculum appropriately as part of their ambitious curriculum to Transform Life Chances (for example this could be at least accessing a Humanities subject if not a Modern Foreign Language)
- Have a clear home learning policy to ensure that students extend and consolidate their learning beyond the classroom
- Adopt an appropriate reading strategy which encourages reading widely and often and supports students to access their curriculum, particularly those who low reading ages

Assessment Principles

The Thinking Schools Academy Trust uses an appropriate range of assessment strategies to inform student progress and attainment. These are divided into two key types of assessments:

- School based assessment – this will be developed by curriculum leaders to assess student attainment in relation to specific bodies of learning delivered in accordance with the sequencing of the subject curriculum
- National assessments – this will predominantly be past assessment material produced by examining bodies to award nationally recognised qualifications such as GCSEs, BTECs and A Levels

All schools will:

- Have a clear assessment policy which contains the following aspects:
 - How leaders assess the curriculum and address any gaps in learning to inform future teaching
 - Use assessment as a tool to inform future teaching
 - How leaders feedback to students and what the intended impact is on their learning over time
 - How assessment for learning is thought out to skillfully identify misconceptions and support knowledge acquisition using a variety of strategies appropriate to the school and context
 - How assessments are cumulative in their approach to secure long-term memory of knowledge and skills
 - How reading is assessed for students in all year groups, and the intervention used to support students with reading ages below their chronological age (see Related Documentation)
 - Clear guidance for how students are assessed at Key Stage 3 and how this supports students as they move to Key Stage 4 and beyond
 - Robust processes for school leaders to follow to analyse progress for students in all year groups which is broken down into prior attainment and student groups (eg PP, SEND, EAL), including moderation expectations

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- Undertake assessments within defined windows and upload Key Stage 4 and 5 data to the appropriate data analysis software by the published deadlines. It is the responsibility of the Headteacher to ensure that systems and structures are in place within their school to administer the assessments in accordance with this policy, and the timely and accurate upload of data to the designated data analysis software in use by the Trust.
- Following KS4 and KS5 data entry points, 'Raising Standards Meetings' will take place at least twice a year by Headteachers and their school leaders with subject leaders. Headteachers or Regional Directors may request peer support following 'Raising Standards Meetings' if appropriate.

Using the principles and processes of assessment, the school's aims are to:

- Monitor progress, identify gaps in skills and knowledge and inform future lesson planning/support/intervention. In addition, it may be necessary to adjust the curriculum to reflect gaps in skills and knowledge.
- Celebrate the achievements of students and identify areas for development.
- Comprise both formative and summative elements of assessment
- Ensure that assessments are fit for purpose and judgements made by teachers in the Trust are accurate and reliable
- Comply with statutory requirements

National Assessments

All schools will:

- Participate in all National Assessments as defined by the timeframes published by the Department of Education. Schools are expected to read, understand and implement the Assessment Reporting Arrangements, as published each year and work collaboratively within each region and Local Authority to support the implementation
- Abide by the regulations outlined by the Joint Council for Qualifications
- Engage appropriately with DfE checking exercises
- Provide students with a clear examination and revision support schedule

Schools may choose to continue to upload Statutory outcomes to their MIS as well as appropriate data analysis software and this can be determined by the school. However, it is expected that all Statutory outcomes will be uploaded to the Trust designated data analysis software as soon as they are available.

National assessments include but are not limited to:

GCSEs, BTECs, A Levels

Publication of Data

KS4 and KS5 data must be published on school websites by the end of that academic year.

Assessment Administration

Assessments should be administered in a manner that is appropriate to the year group and needs of the students being tested. This may involve whole class testing, having readers/scribes/extra time/enlarged text etc. as appropriate.

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The Trust requires that all tests are administered by suitably qualified members of staff, eg teachers, exam invigilators, trained cover supervisors etc.

Throughout KS3, it is good practice to routinely administer tests that incorporate any student access arrangement adjustments, so that they can be considered as standard practice for any statutory assessments that are undertaken in KS4 and KS5.

[AA regs 22-23 FINAL.pdf](#)

For all statutory assessments, refer to guideline documents as presented by the Joint Council for Qualifications (JCQ).

JCQ regulations:

[Gen regs approved centres 24-25 FINAL.pdf](#)

Instructions for conducting examinations:

[JCQ-Instructions-for-conducting-examinations 2024 Print-1.pdf](#)

NEA:

[Instructions NEA 24-25 FINAL.pdf](#)

Malpractice:

[Malpractice Sep24 FINAL.pdf](#)

AI Use in Assessments:

[AI-Use-in-Assessments Feb24 v6.pdf](#)

Mock Examinations – Suggested Principles for Best Practice

Where possible, the administration of mock exams will take into account the following considerations:

- Mock exams are taken place in the same environment that formal exams will be undertaken, with a seating plan, malpractice log and any access arrangements made available.
- Mock exams should be based on previously used papers, as opposed to assessment written by staff.
- Papers should be adapted to reflect the stage of the learning journey and knowledge acquired by students.
- Revision lists may be provided in advance; the lists may be content specific or may outline what areas are not covered in the papers, to support student independence and promote revision habits over time.
- Assessments should be moderated by departments before entering WAG and/or MEG grades and these grades should proportionate reflect what has been assessed according to the learning journey. Data should then be sense checked by curriculum leaders and/or SLT before publishing as a final data set in the Trust data analysis platform.
- Where students have missed mock exams, every effort should be made to provide the student with the opportunity to complete them.
- The school may wish to conduct resits for students who have demonstrated poor effort or not engaged properly with the mock exam period.
- Malpractice should be reported to the Exams Officer and treated as per JCQ guidelines as though the exam was conducted as the real exam series.

Moderation

Moderation is a quality assurance process that ensures consistency and appropriate standards of feedback. It is a process for ensuring that marks or grades are awarded appropriately and consistently. It involves checking and reviewing assessment schemes, items and assessor judgments. Successful moderation enables teachers

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within a school/across our Trust to develop and apply a consistent and precise language of assessment which can be used by teachers, support staff and leaders to describe and discuss student learning.

Moderation is the practice of professionals sharing and developing their understanding of what learning looks like by examining examples of different types and quality of student work and comparing these with sample papers, examiner feedback and the mark scheme. It should be used as a technique that strengthens other assessment practices. It provides a structure and process for teaching teams, teachers, classes and individual students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

It is expected that Headteachers will define the frequency of moderation within their own schools and this will form part of the school-based Assessment policy e.g. after a mock examination. Curriculum Leaders should make best use of the network of curriculum leaders across the Trust to support with moderation and standardisation of coursework and assessment when appropriate. If beneficial, this could be regionally and in person and would cover common papers for a wider data set.

Target Setting

All schools must set Year 10 and Year 11 group cohort targets for the following:

- Progress 8 (P8)
- Attainment 8 (A8)
- EBacc Average Point Score (APS)
- % grades 4+
- % grades 5+
- % grades 7+
- % English and Maths combined grade 4+
- % English and Maths combined grade 5+

Schools with Sixth Forms must set Year 12 and Year 13 group cohort targets for the following:

- Value Added (VA)
- % grades A*-A
- % grades A*-B
- % grades A*-C
- % grades A*-E

It is up to individual schools to set their own realistic but challenging targets, which will be done in discussion with their Regional Director at Regional Education Reviews. Schools must clearly define the methodology and rationale for how targets are set, which should feature as part of the school assessment policy. Targets must be agreed by the end of Term 1 of any academic year.

When setting targets, schools should consider a range of factors, including:

- Trends in performance by the school over previous years
- The prior attainment of each year group
- Baseline testing that took place as part of KS2 to KS3 transition
- The context within which the school is operating and how it compares to schools in similar circumstances
- The National average data for statistically similar schools

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The students' prior attainment as well as the National average will be the starting point for all target setting. It is reasonable to expect that all schools should be aiming for at least the National data sets for all areas of data and any targets that are set below this minimum standard will need to be explored in detail with the Deputy/Regional Director before they are shared and agreed by Governors.

Where schools have met at least one of the thresholds for enhanced policy, additional requirements for target setting may be put in place.

Year group targets must be uploaded to the appropriate data analysis software, as their own specific data set, by no later than the end of Term 2 of any academic year.

Progress

As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26. In April 2024 the government in place announced that there will be no replacement for Progress 8 for 2024/25 and 2025/26. DfE will continue to publish the remaining headline attainment, entry and destination measures and return to publishing time-series.

It will be possible to produce Progress 8 in 2026/27, as KS2 prior attainment will be available for this cohort. [Secondary accountability measures 2023-2024 guidance](#)

As outlined already in the policy, all schools are expected to track progress of individual students in all year groups, and this will be defined within a school's assessment policy.

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Data Collection Schedule

KS4 and KS5 data will be collected from Secondary Schools at least twice per academic year. For the purposes of conversations with school leaders, AGBs and committees, and data collection in MIS/the Trust's appropriate data analysis software, the following terminology will be used:

- End of Key Stage target/Minimum Expected Grade (MEG) – the grade which has been calculated for a student to achieve as a minimum in order to secure good or better progress from the student's starting point (traditionally KS2 scaled scores) as per national expectations. This can be adjusted up depending on progress made through the Key Stage
- Working at Grade (WAG) – the grade at which a student is working at the point of data capture, usually based on mock examination grades that are calculated by using exam board assessment objectives and success criteria, but not strictly limited to this
- Predicted Grade (PG) – the grade a student is expected to achieve by the end of the academic year that they are in, according to a range of assessment data which informs a robust and reliable indication of the student's attainment and progress relative to the point of their course of study

Attitude to Learning and Home Learning grading descriptors must be defined at school level, but should follow the following number and naming:

1	Excellent
2	Consistently good
3	Requires improvement
4	Cause for concern

It is acknowledged that this terminology may differ from language that is used in school assessment policies and with local stakeholders. Schools may also wish to collect data additionally to the table below, but this will not be used for Trust reporting purposes.

Autumn Term

Year Group	Data Capture	Assessment Window	Data Set name and Deadline
10	End of KS4 targets (MEGs)	Moderated and agreed by HTs/RDs by Friday 3 rd October 2025	Name: KS4 MEGs Deadline: Friday 10 th October 2025
11	Year 11 WAG and Year 11 PG ATL and HL	End of T1 or start of T2	Names: T2 WAG, T2 PG, ATL1, HL1 Deadline: Friday 12 th December 2025
12	End of KS5 targets (MEGs)	Moderated and agreed by HTs/RDs by Friday 3 rd October 2025	Name: KS5 MEGs Deadline: Friday 10 th October 2025
13	Year 13 WAG and Year 13 PG ATL and HL	End of T1 or start of T2	Names: T2 WAG, T2 PG, ATL1, HL1 Deadline: Friday 12 th December 2025

Spring Term

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Year Group	Data Capture	Assessment Window	Data set name and Deadline
10	Year 10 WAG ATL and HL	T3	Name: T4 WAG, ATL1, HL1 Deadline: Friday 13 th March 2026
11	Year 11 WAG and Year 11 PG ATL and HL	End of T3 or start of T4	Names: T4 WAG, T4 PG, ATL2, HL2 Deadline: Friday 27 th March 2026
12	Year 12 WAG ATL and HL	T3	Name: T4 WAG, ATL1, HL1 Deadline: Friday 27 th March 2026
13	Year 13 WAG and Year 13 PG	End of T3 or start of T4	Deadline: T4 WAG, T4 PG, ATL2, HL2 Deadline: Friday 27 th March 2026

Summer Term

Year Group	Data Capture	Assessment Window	Data set name and Deadline
10	Year 10 WAG ATL and HL	End of T5 or start of T6	Name: T6 WAG, ATL2, HL2 Deadline: Friday 10 th July 2026
11	Year 11 PG	Based on T4 data sets, a final prediction for the grade the student will achieve based on progress made since final mock exams	Name: T5 PG Deadline: Friday 1 st May 2026
12	Year 12 WAG ATL and HL	End of T5 or start of T6	Name: T6 WAG, ATL2, HL2 Deadline: Friday 10 th July 2026
13	Year 13 PG	Based on T4 data sets, a final prediction for the grade the student will achieve based on progress made since final mock exams	Name: T5 PG Deadline: Friday 8 th May 2026

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Responsibilities

To enable the effective implementation of this policy and to support leaders to understand the accountability framework, below are a list of responsibilities. Whilst this list isn't exhaustive, leaders may choose to use this list to support the implementation of any individual school's assessment procedures.

The effective use of data is crucial for data to be meaningful. Analysis of the data tells us what is going well and where there are areas for improvement. What data doesn't tell us is the rationale as to why cohorts, groups or individuals have performed how they have, or how the school is going to improve the data where there is an identified concern or area of improvement.

Therefore, analysis of the data in the Trust's appropriate data analysis software will be explored by tiers of leadership within the Trust. However, all data will be analysed through the performance of the cohort within year groups, as well as student groups, such as those who are disadvantaged and students with SEND (Special Educational Needs and Disabilities); this is irrelevant of the tier where the analysis takes place.

A summary of any meetings which capture data analysis, and an overview of next steps will be shared with the Executive team and the Curriculum and QA Committee 3 times a year. Regional Education Reviews, held between the DCEO: Education, Regional Directors and in some cases, Headteachers, will inform next steps if required.

Leadership Responsibilities

Headteachers are responsible for:

- Managing the effectiveness of the policy within their school
- Establishing effective communication and collaboration within their school and region
- Working with their teams to establish local principles for effective delivery of the policy.
- Effective implementation, monitoring and evaluation of the impact of the policy within their school
- Ensuring all staff are clear on expectations of this policy and the school's principles.

Regional Directors/Deputy Regional Directors are responsible for:

- Providing challenge, support and intervention to schools where assessment practice/judgements are not yet entirely robust and will coordinate analysis at regional level. Regional Directors will use the school-based data to quality assure data that has been presented at AGB level to inform the Regional Assurance Board (RAB). Where appropriate, they will report to the Board and Trustees on schools' end of year targets and in-year data and will keep this policy under review.

The Education Strategy Team are responsible for:

- Supporting Regional Directors/Deputy Regional Directors with challenge, support and intervention as appropriate or required
- Providing structures for data collection and analysis
- Providing support or training for any data collection systems used within our Trust

Governors are responsible for:

- Supporting and challenging the school leadership by scrutinising in-year progress/attainment data

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including for different year groups and groups of students, and by triangulating this data with other evidence

School Level Leadership and Wider Stakeholder Responsibilities

School Leaders are responsible for:

- Ensuring the curriculum is appropriate and meets the needs of all students to allow them to make at least good progress from their starting points including those classed as vulnerable (e.g. SEND, PP etc)
- Supporting and challenging teaching staff in their assessment practices and judgements, including through regular training, school to school and Local Authority moderation;
- Ensuring all required data is uploaded by the deadline and in the correct place in the appropriate data analysis software
- Preparation for and engagement with Raising Standards Meetings (or equivalent name), ensuring that impact can clearly be evidenced and is positively contributing towards improving student outcomes.
- Ensuring staff are given training to be able to use the appropriate data analysis software (or other data analysis software such as PowerBI) effectively and to understand the requirements of this policy
- Analysing the data from across the school, hold Raising Standards Meetings with staff to celebrate success as well as create plans to ensure that, where needed, the data improves over time.
- Ensuring the data analysis is used to drive standards and inform teaching and learning
- Ensuring parents and carers are informed of which statutory assessments their child(ren) will be undertaking and what these entail
- Ensuring transition arrangements between year groups is robust and set expectations that student attainment and progress is a key part of discussions.
- Using the data to inform the basis of their Academy Governing Board (AGB) report, as determined by the Trust. Headteachers will ensure that the commentary provided to the AGB is strategic and provides detailed analysis of successes and what the school plans to implement to ensure that where data is not at the expected standard, there are carefully considered plans to address this.

Teachers are responsible for:

- Actively engaging with training, support and moderation for assessment in order to be assessing students' achievements accurately and with confidence;
- Using the strategies outlined in this policy to support students appropriately to achieve their best.
- Setting Professional Growth objectives appropriately to develop their skills and knowledge in delivering outcomes for students.
- Ensuring parents are given regular and accurate information about their progress and how that compares to national benchmarks/expectations
- Ensuring that both formative and summative assessment is used to inform teaching and learning, making sure that students know more and can do more over time.
- Ensuring that relevant data (and analysis) is passed through year groups/key stages for the next teacher(s)
- Engaging fully with the use of the Trust's appropriate data analysis software, or additional school-specific software, using Trust support for training where needed.
- Remaining curious about data and being aware of targets and benchmarks both nationally and within the Trust to understand how students they teach are performing.

Students are responsible for:

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- Remaining committed to being their best selves and focusing on their learning and feedback responses

Parents and carers are responsible for:

- Supporting their child(ren)'s learning and engaging with their class teacher or phase leader on achievements so far and next steps to progress further;

The assessment cycle is published in the Summer term ready for the next academic year.

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The Trust's Enhanced Policy

All aspects of the Enhanced Policy outlined below are agreed upon at Regional Education Reviews, and commissioned by Regional Directors in agreement with Headteachers.

Curriculum and Assessment Review

Where the outcomes of an individual subject area are not in line with expectations (as agreed when conducting the target setting exercise), or not in line with comparable data for the same subject in a school of similar context, the Regional Director may commission a curriculum review in discussion with the Headteacher as part of a Regional Education Review. This would be conducted in a timely manner, outside of the normal TSAT QA school review cycle and must be conducted by a subject expert. This will be coordinated by a member of the Ed Exec team.

Moderation

Where the outcomes of an individual subject area are not in line with expectations (as agreed when conducting the target setting exercise), or not in line with comparable data for the same subject in a school of similar context, increased moderation may be required to support with accurate assessment to inform interventions and improve student outcomes. Activities could include, but are not limited to, the review of:

- Quality of assessment
- Accuracy of marking
- Use of data to inform next steps
- Use of data to make judgements about WAGs and MEGs

Additional moderation would be supported by a subject specialist expert with a sound knowledge of the exam board and course specifications, for example this may be the Trust Curriculum Leader for that subject.

Monitoring

Schools may be required to provide additional data at either school or subject level if they meet the threshold for enhanced policy. Additional data would be collected locally by the school's data manager as opposed to part of the central reporting cycle. The data would inform discussions around progress being made between school leaders and the Regional Director or Deputy Chief Executive Officer: Education to provide assurances about the quality and evaluation of actions being driven by the school to improve student outcomes.

KS3 Assessment Guiding Principles

- The KS3 assessment policy should contain reference to the following:
- A clear structure for expected frequency of different assessment types, which must be appropriately linked to the amount of curriculum time allocated per subject area across Years 7-9
- A clear rationale for what data is collected, why, and how it is used to improve, not prove
- The meaning of data that is shared with students, so that students can use this data to articulate their progress and how it supports them with their learning
- How the assessment data is recorded at the school, for example subject specific markbooks, using software such as PowerBI, etc

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- The expectation of action(s) following assessment data collection and what this looks like at subject level or whole school data collection level. *For example:*
 - A student response should be issued following T2, T4 and T6 data collection in foundation subjects (with between 2 and 5 hours of curriculum time per fortnight). It is expected that teachers follow up by closing the loop on this student response to ensure that suitable progress has been made following teacher feedback.
 - Progress data will be collected for core subject areas T1, T3 and T5. Subject battle plans will then be written and discussed during line management, and reviewed for impact in T2, T4 and T6.
- When and how data is reported back to parents, and what the data means in relation to their child's progress/learning journey through each subject area

Potential useful appendices to school policy:

- Definitions of data that is collected, for all stakeholders
- Data analysis documentations
- Student feedback exemplars eg DIRT task
- Data analysis templates eg battle plans
- Assessment calendar
- WAGOLs

Mock Examinations – Best Practice

To support with the accuracy of data that is collected, the following suggestions may support schools with the reliability of their data:

- Replicate the environment of official examinations as much as possible
- Only assess content that has been covered to date
- Assessment materials should be;
 - adapted to reflect the stage of learning and expected knowledge acquired according to the curriculum plan at that time
 - cumulative
- Questions should be based on past examination content
- Revision lists provided to students should support independence and promote effective habits over time.

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Conditions for moving to the Trust's Enhanced Policy

Schools must follow the Trust's Enhanced Policy if they meet any of the threshold measures outlined below:

- KS4 progress measures (Progress 8) are not in line with national, or in the absence of KS4 progress measures, KS4 attainment measures (Attainment 8 and Ebacc Average Point Score) are not in line with national, for 2 or more consecutive years of published outcome data (which is considered 'persistently not in line')
- KS4 4+ and/or 5+ English/Maths combined grade attainment measures are persistently not in line with national
- KS5 progress measures (Value Added) are persistently not in line with national
- KS5 attainment measures (A*-A, A*-B, A*-C and A*-E grades) are persistently not in line with national
- Subject attainment data at KS4 or KS5 is below that of the school's headline attainment data, or below national comparison data for that subject area (in which case the policy may apply to a department as opposed to whole school)

Enhanced policy will be agreed between the Regional Director and Headteacher upon analysis of school data, local contextual data and national data and by looking at data trends over time. If it is felt that enhanced policy is not triggered due to these factors, there must be a clear rationale which can be scrutinised, if required, by the DCEO (Education), Curriculum and Quality Assurance committee and AGB.

Schools who do not meet any of the threshold measures may follow enhanced policy as Trust best practice if they wish.

Enhanced policy must be followed for at least one academic year and reviewed regularly through Regional Education Reviews between Regional Directors and Headteachers.

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Toolkit

Focus	Actions to support focus
Student motivation	<ul style="list-style-type: none"> • Set ambitious and meaningful target grades • Student target grades on books • SLT mentoring/visioning • Rewards and incentives scheme for engagement with support, eg 'Prom Points' • Formal sharing of mock results eg 'mock results day' and appropriate follow up with students and parents • Careers interviews (see Careers TEP) • 1:1 interviews following mock exams • Sharing impact of poor attendance with students and parents • Raise awareness of post-16 destinations and their requirements
Knowledge acquisition	<ul style="list-style-type: none"> • KS3 Curriculum and/or assessment review; checking it is fit for purpose, aspirational and meeting the National Curriculum, with appropriate and effective assessment • KS4/5 Curriculum and/or assessment review; appropriate sequencing according to exam specification, appropriate cumulative assessment with proportionate allocations against all assessment objectives and well mapped • Effective AFL strategies • Effective TTL strategies, with metacognition at the core • Well-informed retrieval starters planned • Use of knowledge banks (grade 1-3, grade 4-6 and grade 7-9) • Curriculum leader training of exam specifications or as exam board examiners • Online resources: Seneca, carousel, Sparx etc • Mapped online curriculum • Creation of non-contact curriculum accessible on Teams
Effort and resilience	<ul style="list-style-type: none"> • Student preparation for mock exam series, for example revision lists • Pre-seen material • Actively teaching revision skills and creating revision timetables

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Parental engagement	<ul style="list-style-type: none"> • Attendance drive (see Attendance policy) • Communications to parents/carers about after school offer and revision programme • Specific support for parents of Pupil Premium/SEND students • Engagement with outside agencies, as appropriate • Sharing destination information (the earlier the better) • Specific information evenings • Parents' evenings to discuss progress and next steps
Adaptive teaching strategies	<ul style="list-style-type: none"> • Clarity of expectations for: a) all, b) PP students, c) SEND students; high ambition for all • Passports for all PP and/or SEND students so that staff know how to adapt • CPD focus on effective teaching strategies
Metamemory	<ul style="list-style-type: none"> • Training staff in what effective metamemory looks like, eg priming retrieval, using it to fill gaps in knowledge • Walking talking mocks in class/exam hall • Retrieval activities in every lesson, including low stakes quizzing • Tutor time programme to support with metamemory strategies; rhythm and rhyme, acrostics, mnemonics • Drop down days or focus weeks
Interventions for outcomes	<ul style="list-style-type: none"> • Use of question level analysis (QLA) and personal learning checklists (PLCs) for gaps in knowledge • Core (and if possible EBacc) experts on KS4 tutor team to allow for intervention • Before school/during lunch/after school interventions and optional revision offer • February half term, Easter school, May half term; in person or delivered remotely • Mock resits and catch ups • More focussed additional round of pre-public exams (specific papers rather than full sets) • Sixth form mentors • Early intervention following Year 10 mock exams; Summer school provision and KS3 catch up sessions • Effective home learning/non-contact curriculum and follow up for non-completion/poor engagement

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Development Resources

- Quality Assurance Handbook
- SLT Drive Teams
- Data Analysis Documentation

Specialist QA support

- Curriculum review
- Assessment review
- SEND review
- PD review

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Related Documentation

The policy should be read in conjunction with the following related documents:

- Thinking, Teaching and Learning TEP (Trust Expectations and Principles)
- Literacy TEP
- SEND Policy